

DOCUMENT RESUME

ED 325 608

UD 027 784

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TITLE New York State Community Schools Pilot Project.
Summary Update.
INSTITUTION Gould Foundation for Children, New York, N.Y.
PUB DATE Jun 89
NOTE 14p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Agency Cooperation; *Community Schools; *Cooperative
Programs; Elementary Education; *Family Programs;
Pilot Projects; Program Descriptions; *School
Community Relationship; State Programs; *Urban
Schools
IDENTIFIERS *New York

ABSTRACT

This report summarizes the New York State Community Schools Pilot Project. All 14 elementary Pilot Schools have advisory and/or steering committees, a full-time coordinator, and strategies for ongoing needs assessment in place. All schools also have successful extended-day programs, but response to weekend programs has been mixed, and only seven schools have summer programs. The identification of family needs and resources in social and health service areas has received priority attention, supported by exemplary collaboration and support from the New York State Department of Social Services and a growing number of local service providers, including the New York City Human Resources Administration. Community-based organizations (CBOs) have been recruited to provide resources, collaborate in program implementation, and participate in general planning and needs assessment. Schools are also integrating extended programs with the regular curriculum and developing school-college collaboratives. The schools in the project increasingly share and learn from each other and early feedback indicates positive program impacts on students, teachers, and parents. Individual school highlights are reported by name of school.
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NEW YORK STATE COMMUNITY SCHOOLS PILOT PROJECT

SUMMARY UPDATE

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OVERALL PROJECT EVOLUTION

STRUCTURAL FEATURES

All fourteen Pilot Schools have Advisory and/or Steering Committees in place, involving more than 500 people statewide in planning and oversight, proposal review, resources development, and membership expansion. Several have experimented with task subcommittees and varied strategies to build support and participation, especially among parents. As of February 1989, all fourteen schools also have full-time coordinator, with innovation being tried in one (P.S. 185/208)--new Assistant Principal for both is also Community School Coordinator. Strategies for needs assessment seem to be becoming ongoing characteristic in many schools with periodic surveys/interviews/open meetings to gauge student/teacher/community need and feedback.

EXTENDED DAY/WEEK/YEAR

All Schools have extended-day programs. In October 1988, largest number of these programs were in academic enrichment/assistance for students; non-statistical feedback is that schools have tried to expand programs for adults and also to integrate extended-day offerings with "regular" school curriculum--this effort will clearly be refined and strengthened in coming year. Experience with weekend programs has been mixed, with at least one (Syracuse) determining that children/families preferred extended day, so this has been accommodated. In summer 1988, seven Schools had summer programs, in collaboration with over fifteen separate organizations. In 1989, it is expected that all will have summer programs, several to focus on children needing assistance and with goal of linking up summer experience with school curriculum.

SCHOOL-SERVICES LINKAGES

Priority focus of assistance in Pilot phase has been on identifying needs and resources in social and health service areas; each School meanwhile has also simultaneously explored and negotiated services in other areas. Central to this effort has been the exemplary collaboration and support by New York State Department of Social Services, and the recently-created Office of Program and Community Development should facilitate this even further. In seven Schools outside NYC, local DSS offices have designated liaisons to Community Schools, who have been participating in Schools' Committees. In at least one (Rochester), additional staff member has been assigned to be at school on weekly basis, and findings from this experience are being used to plan further specific programming.

Statewide, a growing number of local service providers are becoming involved with schools in joint proposals and sharing resources, to meet needs of children and families.

As of March 1989 a Liaison has been appointed to the New York City Community Schools (7) by the Commissioner of NYC Human Resources Administration. Initial goals in this liaison process have been to ensure knowledge and access regarding available services, to identify needs of children/families/community, and to

explore best ways of collaborating to meet the needs. As first action, HRA Commissioner has agreed to have high-level liaisons to each Community School appointed from local offices of: Income Maintenance, Child Welfare Administration, Agency for Child Development, and the recently-created Division of Family AIDS Services. Future negotiations will focus on cooperation in upcoming Teamwork for Families Project, explorations with HRA's Employment and Training units on ways to better meet education/training needs of adults and teens, possibilities for on-site HRA staff assignment (HRA priority for 1989 is substance abuse/prevention/treatment).

New York City Schools-Services Linkages sessions have also introduced PROJECT SHARE (quasi-food coop program requiring "community service", schools can use this for school participation); American Reading Council Library Power Project follow-up; and Board of Education/HRA/DSS resources and coordination in critical area of child/sexual abuse. At least three schools are following up on resources of BOE Division of Alternative High Schools and Programs--a Division created precisely to listen to and try to respond to those needs that current offices/services cannot deal with.

Extensive discussion and follow-up/ⁱⁿservices area confirms growing evidence that the school is place where most pressures facing families and children intersect; school/community collaboration is essential to meeting this intersection of need; and children's performance can only be enhanced by addressing family support needs. This is perhaps seen most dramatically in New York City but national and state trends also support this. What has also emerged in several sessions is multi-dimensional interagency look (eg, by DSS, SED, BOE, individual schools, BGF) at what may indeed be needs/strategies for the future.

SCHOOL-COMMUNITY CONNECTIONS

Community School concept defines "community" broadly, and Community Schools have been striving to invite variety of new partners in--not only for providing resources (eg, in adult education, curriculum enhancements, recreational programs, etc.) but also in collaborating in program implementation (eg, in Pre-K and School-Age Child Care Programs, Saturday School, regular classes, community service projects, etc.), and general planning and needs assessment (eg, centrally involved in review of community school direction, redirection, questions, etc.).

Sectors of "community" most involved so far have been community-based organizations (in October over half of Committee representatives were CBO's). All schools recognize continuing challenge of involving parents, not only as motivators and supporters of their children's learning, but also as persons having resources and needs of their own.

Several schools are also beginning to articulate the need to address "internal community-building" needs, and exploring how the community school development process can meet this.

INSTRUCTIONAL REVAMPING

With increased experience in planning and implementation, schools are focussing more on integrating extended programs with "regular" school curriculum, and some are experimenting with thematic approaches, "Growing Healthy" curriculum, and linking summer offerings to "regular" curriculum.

During 1988, two schools (P.S. 30 and 38, NYC) began a collaboration with the innovative College for Human Services. The College's Associate Dean/Curriculum Developer has been working intensively with faculty, staff and children in adaptation of College's service model to elementary school level. Experience has promoted teacher collaboration and reports indicate improved children attendance and interest, with some children indicating their growing self-perception as more valued and competent persons (eg, 6th graders seeing selves as models for young students). Buffalo is also exploring collaboration with the College.

Assistance of Cynthia Parsons (Foundation Special Consultant) in helping Schools further design community service (integrated with learning) components has been offered to NYC schools (New York Times Foundation support for College Interns, supervised by Ms. Parsons.)

IMPACT AND SHARING

1989 has seen increasingly greater sharing and learning from each other among schools: eg, intervisitations between Binghamton, Addison, Malone, Rochester, Buffalo, NYC Districts 2, 3, 4, 7, 15, 27, primarily to observe first-hand community schools in operation.

Model-sharing has been particularly important in possible expansion/adaptation of, for example, early childhood intervention approaches (Binghamton); school-based health services (P.S. 155, NYC); and College for Human Services service model adaptation (P.S. 30 and 38, NYC).

Beginning impact on children can begin to be identified, from teacher/parent/staff responses and of children themselves. Expanded teacher involvement in planning and implementing programs and several have expressed their increased consciousness about the value of extended time and contact with students, how other experiences can support children's learning, etc..

Several schools have reported unexpected attendance/participation at planned events, a suggestion that points of "take-off" may be being reached, after months of varied strategies, repeats, listening, and trying again.

In NYC, two recent initiatives of the late Chancellor Richard Green are clearly learning from and supporting the precepts of the Community Schools experience: Community and School Resource Project, in planning since early 1988, with Program Officer involved in planning, (Project now officially collaborative with Youth Board and SED, SED and EGF members of Advisory Council); and Corridor Project. Throughout State, district and other school staffs are pointing to, observing, and trying to replicate the Pilot Schools.

INDIVIDUAL COMMUNITY SCHOOLS HIGHLIGHTS

CYCLE I (started in 1987)

BINGHAMTON (MACARTHUR SCHOOL)

*excellent Early Childhood Intervention Program (Parents and Children Together), providing family education and social services to mothers and children in home (parent as first teacher); 1988-89 thrust for greater involvement of teachers and parents of the elementary school itself.

*well-functioning Steering Committee of social services providers/ other organizations; after intensive self-assessment/planning process, organized task sub-committees on parental involvement, community needs, and resource coordination; two teachers added to Advisory Council (second-level Committee for policy/resource/support function).

*Parental Involvement Committee recently organized "Parents as Reading Partners" skit for very successful evening program, children costumed in "once upon a time" storybook characters, 400 in attendance in school gym.

*Steering Committee has been struggling with service coordination issues; with "Youth at Risk" grant support, Prevention Service report led to case management system for pre-K-12 student referrals to be piloted.

*Academic Bowls (through APPLELINK) hosted by school, with 5th graders competing nationally with other fifth graders.

ROCHESTER (CHESTER DEMY SCHOOL)

*Steering Committee has met regularly since June 1988.

*DSS liaison person active member of Committee, assignment of DSS staff member on site half day per week since February: findings on parent/family needs and issues being evaluated for next steps.

*In January 1989 Coordinator pooled 4th graders:

Q: What is a community school?

A: A free school for people from other countries and everybody in the neighborhood; a school where anybody can come to learn, etc..

Q: What would you like your parents to learn?

A: How to drive...read...write...listen...use a computer...be a parent...draw a picture, etc..

Results were shared with parents, teachers, and Steering Committee and used in planning.

*Steering Committee all-day Workshop in February 1989, to evaluate past operations, extend community school planning, explore how best to integrate school-based planning trust (district-wide mandate) with community school development; subsequent district-sponsored School-based Planning Teams retreat continued exploration of integration of two processes.

*Teacher committees have initiated "theme planning" for Fall 1989 curriculum: "People need each other" as first theme, with community service emphasis.

*Summer services/programs will include summer school for twenty-five 1st-3rd graders identified in need of special assistance, to incorporate self-esteem focus; Vietnamese craft classes; school-age Child Care programs, self-defense course for women, Pre-K plus full day, human sexuality classes in collaboration with local CBO's.

*Inner courtyard has been transformed into appealing "urban garden" spot, in collaboration with children and Committee for Education Development, Rochester Institute of Technology, Urban Gardens, and with soil provided by City of Rochester.

SOUTH BRONX P.S. 38/EARLY CHILDHOOD CENTER (SOUTH BRONX)

*Excellent Early Childhood Center program, with 2 added full-day Pre-K programs for 4-year olds in the elementary school building.

*Parent participation high and varied throughout--in classroom, as school volunteers, on advisory and subcommittees, in workshops and skills classes (generally much younger parent population than previously, as true in many communities).

*Collaboration with College for Human Services proceeding well, started late 1988; expansion beyond 4th-grade being planned, also considering parent-child "constructive actions".

*Local CBO's providing drugs/AIDS workshops for children and parents during regular and extended day periods.

*150 parents, school staff, CBO reps attended April forum "For Our Children's Sake": BOE, DSS, business, Belvis Clinic representatives reviewed familiar South Bronx "data" but also shared resources and challenged community, children, and selves to collaborate for change--for the children's sake.

*June 2-day Retreat for Advisory Committee, focus on self-assessment, mission clarification, planning and setting priorities for future; participants included five teachers; resolve to institutionalize the process.

*Intensive planning with nearby Belvis Health Clinic, Lincoln Hospital, BOE Division of Alternative High Schools and Programs to develop health outreach service; and with East Side settlement House to expand parent workshops and training.

*School selected for full evaluation by Bruner Foundation.

DISTRICT 16 P.S. 25 (BROOKLYN, BEDFORD-STUYVESANT)

*Extended day programs in second year of operation 1988-89, focus on creative and performing arts as well as academic enrichment, staffed by cluster teachers so as to support continuity of contact; sessions included art, dance, chorus, tennis instruction, computer science, "Side by Side" (parents and children at computers), Writing to Read for Kindergarten and 1st grade students, etc.

*Continued close collaboration with Bedford-Stuyvesant Community Mental Health Center, providing social/counseling services to referred children and families; expanded service collaborations with other organizations being developed.

*Full-day Pre-K program for 3-year olds inaugurated during the year, with weekly workshops for parents.

*Need for enhanced health services, current focus on trying to identify possible resources.

*School awarded 3-year "Rewarding Success" grant by NYC/BOE to enhance school-based planning; selected for significant improvement in children's scores over last 2 years.

CYCLE II (FUNDING AS OF MARCH 1988)

MALONE (ST. JOSEPH'S ELEMENTARY SCHOOL)

*One of three elementary schools in area, only one to implement Pre-K program and latchkey programs for district children.

* Co-sponsored with North Country Community College a series of Parenting Skills Workshops, 55 participants in sessions on discipline, managing your child's behavior, managing your feelings, developing good self-concept, etc.

*Sponsored monthly Saturday Culture Days with theme meals, exhibits, speakers, and entertainers of Dominican Republic, Irish, and Mexican peoples; French and Spanish language courses also offered.

*Introduction to Computer workshops are offered at Middle School for parents, and Computer Club for Kids two days in extended-day program.

*Co-sponsored "Basketball for Kids" with Community Action Agency to raised money for preventing child abuse - Franklin County DSS vs. The Alice Hyde Hospital Sheriff's Department vs. Village Police.

*Fifty children enrolled in gymnastic program for all community children; parents paid to assist in instruction.

*Career Development Seminar has started with approximately fifteen participants, free baby-sitting offered.

*The final phase of partnership with Niagara Mohawk completed: School had no outdoor lighting when received Community School grant, which impeded expanding the school day; Niagara Mohawk provided school with a pole light, three lights attached to the building, and a year of free electricity.

POUGHKEEPSIE (SPB MORSE YOUNG CHILD MAGNET SCHOOL)

*Started major planning with full Open Meeting in June 1988, over 100 parents, teachers, elected officials, agency representatives presentation about Community Schools, followed by small group workshops to discuss needs and suggestions for Community School and summer 1988 planning, follow-up, and initiating extensive committee development.

*Fall 1988 Community Education Day Open House for official "feedback" to community on programs/services planned, service providers' booths, recognition of collaborators, over 200 people in attendance.

*April 1989 Program Fair provided parents and agencies another opportunity to learn about/make recommendations for programs and services, and share resources; over 100 families participated.

*Two full-day retreats in April and May involved teachers, parents, administrators, coordinators in strategic planning, mission clarification exercises with special emphasis on linking up extended and regular curricula, summer planning, and change impact.

*Principal and Coordinator presented Community School program at December Elementary School Center conference, follow-up visit to Alaska to share model.

*Full-day Pre-K program added also a variation of Binghamton model: teachers visit homes one afternoon a week, where they can work with parents and younger siblings as well.

*Co-sponsored evening workshops with Cornell Cooperative Extension in money management and nutrition, and piloted improvisational storytelling for children and senior citizens, with local CBO; extensive collaboration local businesses in joint programs; children involved in weekly visits/exchange at local senior citizens center.

*Asbestos removal will prevent on-site summer programs, but collaborative programs being offered at other locations.

SYRACUSE DR. MARTIN LUTHER KING, JR. SCHOOL

*In 1988 removed from SED-C.A.R. designation after school-initiated turnaround of instructional model and significant improvement in performance: re-organized curriculum into 6-week thematic segments with grade-level collaborative teacher planning and Assistants in every classroom; community school thrust to expand parent involvement and make community/service linkages.

*Teaching Assistants work with extended day programs and have started to use techniques/materials in "regular" curriculum.

*Ongoing self-assessment and working with District office to refine internal assessment process, using survey instruments and existing data; recent assessment of Saturday School determined that declining enrollment was due to families/children preference/need for expanded extended-day activities; program therefore temporarily suspended, extended-day programs expanded to accommodate children (in one month enrollment doubled); Saturday School need will be reviewed again. Similar assessment/observation showed need for structured/expanded homework assistance for selected children, this also incorporated into extended-day programs.

*DSS School-Age Child Care grant will facilitate/summer program for 24 pre-K and children.

*Pilot workshops for selected teachers in "comprehensive intervention techniques" (alternative responses in classroom, avoiding suspension) to be expanded for all teachers during summer 1989, conducted by University of Syracuse nationally-known expert and incorporating follow-up sessions and turnkey approach; other Community Schools representatives to participate.

*Niagara Mohawk has adopted School as working partner; corporation had co-hosted November Retreat with Syracuse School District, School, and State Education Department.

*Collaborative programs organized with Onondaga Community College (hands-on media course for 4th graders and staff); Camp Fire agency and University students workshop on nutrition and safety; Erie Canal Museum scholarships to 12 students etc..

DISTRICT 3 P.S. 185/208 (WEST HARLEM)

*Two schools (Pre-K-2 and 3-6) joined by common cafetorium, 2 principals, Community school Coordinator is also Assistant Principal for both schools.

*At least 11 extended-day programs in 1988-89, including dance, computer instruction, academic assistance, orchestra, full-day Pre-K for 4 year olds; District initiated similar programs in other schools based on 185/208 success.

*Excellent relationships with collaborating Children's Art Carnival, Studio Museum (artists-teachers in residence), and Children's Aid Society (social service team on site); Northside Center for Child Development workshops in child/sexual abuse for children and parents.

*Comptroller's Office Parent Involvement Program grant, only grant in Harlem, being used to expand parent involvement; 40 parents involved in parent workshops child care available; 185 also initiated PROJECT SHARE with parents/staff.

*P.s. 185 selected to have library expanded as part of American Reading Council's "Library Power Project".

*Mount Sinai Hospital assisting Coordinator in exploring health service resources in area.

DISTRICT 4 P.S. 83/J.H.S. 117 (EAST HARLEM)

*Campus made up of five Institutes and elementary school; Community School thrust has been on expanding and coordinating services.

*Extended-day programs included AIDS/Drug prevention workshops; Math Tutoring Lab; recreational services by Hispanic National Athletic Club, GED classes, etc.; expanded Adult Education and related support services to be provided by BOE Division of Alternative High Schools and Programs.

*Discussions underway with nearby Touro College to enhance adult education/training/college studies/immigrant assistance/use of College facilities by students and families.

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*Intensive collaboration with Mount Sinai Hospital produced plans for DOH-funded School-Based Health Clinic to open Fall 1989; staff team to include health and social services staff; planning includes attention to integration with existing BOE service/pupil support staff to coordinate and maximize services to children and families.

*Mount Sinai Hospital and District 4 Community School also collaborating in Health Early Intervention Program, with initial planning grant Loewenstein Foundation.

*May 2-day Retreat for Advisory Committee, focus on cooperative planning, priorities for future, Committee functioning.

*Exploring "community-building" approaches with Anti-Defamation League, Educators for Social Responsibility, Episcopal Mission Society.

DISTRICT 15 P.S. 38 (BROOKLYN, BOERUM HILL)

*Major School transition 1988-89 as Brooklyn Arms Hotel being closed; many of approximately 400 children from Hotel relocated by June 1989 outside borough; school/district staff worked hard to support children/families/staff through difficult transitions; school staff requested by BOE to share their strategies and experience with other schools; plans now underway to expand programs for young families and children, in collaboration with BOE Division of Alternative High Schools and Programs.

*School-Based Health Clinics services to begin Fall 1989; Long Island College Hospital to provide services in DOH-funded program to serve 38, I.S. 293, and JHS 142; teams to include health and social service staff: Coordinator visited P.S. 155 Clinic to observe model in operation.

*School continuing collaboration with College for Human Services, started September 1988; 2 of 3 6th-grader classes used service curriculum adaptation; model being explored also with feeder school I.S. 293.

*School a key part of BOE's new Community and School Resource Project, and articulate closely with I.S. 293 and John Jay High School, emphasizing coordination and continuity of services in vertical "corridor", coordination of services by Good Shepherd Services, and moving toward instructional continuity as well.

*1988 summer one-time "Family Dinner" evolved into monthly "Family Nights" for children and adults; April event attended by over 200, with showing of teacher/student produced video "A Day at P.S. 38".

*Collaborating with Salvation Army in PROJECT SHARE, forty parents/school staff now involved, "community service" projects include food pick-ups for senior citizens, school service, etc..

ADDISON TUSCARORA SCHOOL

*Summer planning proceeding collaboratively with Jasper-Throupsberg Elementary Schools and BOCES; recreation plans assured by division for Youth grant through Addison and nearby towns; evaluation of latch-key programs of past year being developed.

*Binghamton Coordinator and Parent Educator presented and discussed PACT model and experience with Advisory Committee, meeting also attended by future director for nearby new Health Clinic.

*Long-awaited Parenting Center nearly completed, with upcoming dedication and open house.

*April Community School Celebration Dinner attracted over 80 persons, with each cooperating organization invited to send two representatives. Dr. Candido de Leon guest speaker, stressing love of community and role of community service; students and parents involved in planning and implementing event itself.

*School had conducted extensive needs assessment survey, with high school government class involved in house-to house canvassing; junior and senior high school students had tutored elementary school children, not previously done: initial community service activities.

*Lack of space had spearheaded home-based guidance program for pre-schoolers; Pre-K modular units finally obtained, work underway to prepare for use.

BUFFALO HERMAN BADILLO BI-LINGUAL ACADEMY/EARLY CHILDHOOD CENTER

*Academy regarded by District as "flagship" 2-way bilingual school.

*Full-day Pre-K program for 4 year olds, with additional 15 children served at home: families moving into area frequently, and visiting social workers try to set up placements for pre-K children; while in home also assess other needs and work with mothers and other siblings, providing "artpak" of reading and art materials for pre-K child; staff reports marked decrease in newcomers' alienation from school.

*Advisory Committee includes strong CBO, University, DSS, Board of Education representatives, deeply involved in planning and needs assessment.

*With Community School thrust, Academy initiated extended day programs to provide opportunities for achievement and actual performance (eg orchestra, Latin band, steel drum band, choruses, arts), previous skills not required; school performances and student interest and responsible participation demonstrate effectiveness.

*Three-year previous experience with Comprehensive School Improvement Planning with extensive teacher involvement, planning based on need assessment and strategies to achieve specific goals; now trying to move beyond CSIP and especially to revamp curriculum.

*June College for Human Services presentation to Advisory Community, district and school staff representatives; great interest in service model adaptation at secondary-level; further exploring possible initiation of intensive orientation and planning in summer; on-site presentation followed visit by school-committee team to P.S. 30 and College in NYC.

*Rochester Community School principal invited to join Buffalo principal in joint presentation of Community School model at School and Business Alliance April conference; P.S. 30 Coordinator also in attendance.

*Comprehensive two-tiered community need survey designed by University of Buffalo person, in collaboration with Advisory Committee: first to determine range of needs, second to include home interviews to assess possible response to possible findings to be used to support program planning.

DISTRICT 2 P.S. 126 (LOWER EAST SIDE, MANHATTAN)

*Tri-lingual school and community population (Hispanic, African-American, Asian-American), adjacent to Catherine Street Shelter; extensive collaboration with shelter to plan/conduct education/training programs for adults and teens.

*During past year, strengthened and expanded early childhood educational programs, expanded collaborative efforts to provide needed services to children and families, and generation of other resources.

*Early Childhood Resource Center--collaborative effort with American Reading Council's Library Power Project (DeWitt Wallace funding), BOE Division of Alternative High Schools and Programs--being developed, to include Early Childhood Library; toybrary; resource center for parenting and parent workshops.

*LYFE (Living Young Families Education) center for infants and toddlers being developed, with priority for parents participating in work experience/vocational training programs, will provide child care/education 7:40-5pm, staff team to include social worker and family assistant; BOE Division of Alternative High Schools and Programs funding.

*Division of Alternative High Schools and Programs also added support for health outreach worker to connect nearby health services to school's children and families--school recently lost services of Floating Hospital.

*Brearley (private school) collaboration for Saturday enrichment programs very successful (written up in Brearley alumni magazine); partnership spawned other efforts: Dalton summer Science Training Program, with 20% of P.S. 126 teachers to participate; 2-week summer enrichment program for 45-50 children to be co-taught by 126/Brearley staff and to include ESL enrichment camp for bilingual students; mutual site visits by teachers and students. Summer programs will also include on-site counseling by Counseling in Schools program.

*Recent combined exhibit/performances by 5th-graders and senior citizens involved together in program sponsored by Folklore Research Center (New York Times Foundation Funding); program included afternoon of children and adults sharing their skills (ballroom dancing, storytelling, riddles, crafts) with other students and visitors; children's experience had also incorporated journal-writing, product development, etc..

*School selected for full evaluation by Bruner Foundation.

DISTRICT 27/P.S.155 (SOUTH OSWEGO PARK, QUEEN'S)

*On-site health clinic staffed by Jamaica Hospital (DOH funding) visible impact in immunizations prior to school opening/improved attendance, etc.; nurse practitioner on site daily, to be augmented in fall by health outreach worker. Clinic visited by Districts 3 and 15 as operational model.

*School awarded 3-year "Rewarding Success" grant by NYC/BOE in recognition of significant improvement of children scores over 2 years to strengthen school-based planning effort.

*15 school staff involved in 2 weekend Integrative Learning workshops, techniques being incorporated in staff-student interactions and school planning: workshops led by Syracuse University person.

*Queen Child Guidance Clinic provides monthly parent workshops, exploration underway to finalize plans for Clinic staff member to be on-site during regular school hours in addition to extended day periods.

*Summer planning to focus on expanding network of CBO's involved with School; School has seen slow but steady increase numbers of parents participating in school.

*Institute for Schools of the Future/provides music instruction; computer classes requested by residents now operating 2 nights/week; continued collaboration with Parks Department, Rockaway Boulevard Local Development Corporation.

*Assessment of early-morning extended-day programs reveal that families had greater need and preference for late-afternoon components; school working to integrate offerings with regular school curriculum.

*Collaborating with Local Development Corporation in PROJECT SHARE, added 20-25 parents to the program.